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ABSTRACT

This guidebook contains suggestions for librarians interested in developing programs which will stimulate children's reading interests and improve their skills. Chapters describe program planning, recordkeeping, storytelling, and children's games. A bibliography cites 18 sources on possible program activities, and a graded list of humorous books for children is provided. (FM)

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"THE FUNNYBONE CLUB" 1980

A LIBRARIAN'S PLANNING HANDBOOK

adapted and compiled by

Area Library Service Authorities

and

Indiana State Library

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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This is an adapted version of the "Librarians Planning Handbook" prepared by the Texas State Library in 1978 and 1979 for that state's summer reading program.

The Area Library Service Authorities and Indiana State Library extend very special thanks to the staff in the Library Development Division at the Texas State Library for their proven expertise in the development of program ideas for librarians.

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List of humorous books for children compiled by Beth E. Oljace, Reference Librarian, Eastern Indiana ALSA

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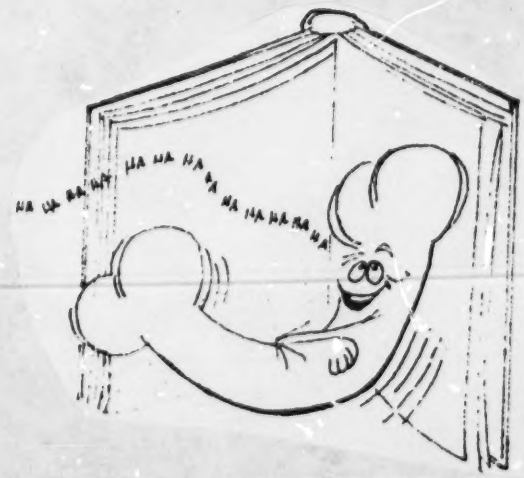


A SUMMER READING CLUB FOR INDIANA LIBRARIES

The ALSAs and the Indiana State Library are committed to the principle of helping libraries develop programs which will stimulate children's reading interests and improve their skills.

Many libraries have traditionally offered summer reading programs for children. Some have provided a structured program, e.g. requiring children to read X-number-of-books during a specific period of time. More recently librarians have begun to examine the effects this traditional program has had and are asking themselves questions like these . . .

> Why do the non-competitive children usually not finish the program?
>
> Why do the same children participate each year to the consistent exclusion of others?
>
> Why does the poor reader seem to loose interest and drop out before the summer program ends?

We as librarians may be hesitant to examine our program for reasons such as . . .

> I have always done it this way!
>
> I am too busy!
>
> I don't have enough help!
>
> Our library isn't big enough to provide any other type of program.
>
> This is the kind of program in which I participated when I was a youngster. If it was good enough for me, isn't it good enough for the children today?
>
> The Board members won't cooperate!
>
> I am not creative!
>
> I don't want to be bothered with kids in the library!

It is a cliché now to say that libraries do exist as a part of an ever changing world. But we do, and we should conscientiously serve our community as it exists now, not as it once did. We must also be especially responsive to the needs of children. Many people cling to the value judgements they make when they are children regarding the usefulness and value of the library and librarian in society. Children who are library users and enjoy the library will more likely grow up to support and continue to use the library as adults.

Educators have long been studying the differences in the way people are able to learn. Many children cannot learn as rapidly or as proficiently as others for reasons which may be beyond their control. The reasons might be socio-economic, biological, psychological or environmental. It is not necessary that librarians be able to identify all of these differences and limitations but that we acknowledge that they do exist. It would also seem important that we provide programs which are flexible and adaptable in order to allow children who are not necessarily good readers to enjoy reading as well as those children who have consistently exhibited proficiency.

All of the suggestions in this manual are just that — suggestions. No one will have the time or the funds to carry out every idea which we have collected here. It is our hope that you will find some ideas which you will want to incorporate or adapt for your library's program.

Carefully examine experiences of past years and evaluate the net results. Have you really had a positive and meaningful impact on the lives of all the children who registered or just the ones who already liked to read and come to the library?

Why not consider a more flexible program in which children are allowed to set their own goals for reading.* A variety of library-centered activities like games, puppet plays, dramatics, and drafts might make the summer more fun for the children in your community as well as for you. If you do not enjoy the program, chances are the children will not enjoy it either. Make the Funnybone Club experience count for all of you.

* Read "Contracting for Summer Reading," by Rita Wagner. School Library Journal, November 1978, page 35.

PLANNING YOUR PROGRAM

Behind every well executed event, whether it be a one hour activity or a whole summer project, it is a detailed game plan. This plan includes what you want your program to accomplish, how it will be carried out, and a method of evaluation. Listed below are steps to follow in designing a Summer Reading Club program for your community.

GOALS

Before deciding the details of a program, determine why you are having a Summer Reading Club and what you want as your end results. These general statements of what you wish to accomplish are the goals of your program. An example of a goal would be to reach a segment of your population that rarely uses your library.

The goals that you decide on should be written down in your plan for your Summer Reading Club.

OBJECTIVES

An objective is a measure used to determine if your program has met its goals. For example, your objective could be to increase the enrollment in your Summer Reading Club by 5% over the previous year. At the end of the summer, you would compare the current enrollment figures with those of the past year to see if your objective was met. A goal in this situation could be to increase participation in the club.

You should be realistic in deciding on your objectives. Consider all the restraints, such as a limited or non-existent publicity budget, before setting the targets for your program.

Your objectives, like your goals, should be written. At the end of the summer, they will be used to help you evaluate your efforts.

IMPLEMENTATION

Next, devise your plan for implementing your objectives. Your knowledge of your community will be invaluable in the method for recruiting volunteers, planning activities, and deciding on publicity. These steps, like the goals and objectives, should be written and checked off as they are completed.

One method of maintaining a record of how your program was carried out is to keep a notebook on your Summer Reading Club. Your documentation could include your written goals and objectives, steps for implementation, and the summary and evaluation. You would also want to keep samples of materials distributed, photographs of special events and programs, and publicity from the newspaper.

RECORD-KEEPING

To make your reporting of Reading Club statistics at summer's end a little easier, keep a running count of participation in your library's program. To do this, you might want to number the reading records as soon as you receive them from the ALSA. Set up a loose-leaf notebook and, as you issue each reading record, record beside the appropriate record number the child's name, school, and grade.

Or, if you use registration forms, number them and keep the cards on file in numerical order. Regardless of the method you use, you'll have a ready count of how many children have registered and be prepared to enroll more participants throughoub the summer. Certificates unclaimed at the end of the summer can be distributed through the schools.

IDEA/RESOURCE FILE

Update your idea/resource file. Be sure to note if a game or activity generates new enthusiasm—and to cull from the file those that fall flat. Use this file to record skills and special contributions of your staff and volunteers as you go along—you'll need these resource people again!

FORMS

We have included in this handbook several forms you may find helpful in keeping a record of activities at your library this summer. Please use them, or design your own method of keeping these records.

- sample volunteer recruitment form
- sample registration form
- ALSA Summer Reading Club Evaluation

The evaluation form will let you know what questions you will be asked by the ALSAs at the end of the summer. The form in this handbook is strictly for your use, as an identical evaluation form will be mailed to you in August.

LOOKING BACK

1980 ALSAs SUMMER READING CLUB EVALUATION

Library

Address

City

Person in charge of summer children's program:

Name

Position

Date Program began

Date Program ended

No. weeks

$ Reading Club Budget

PARTICIPATION.

_____No. of staff

_____No. of volunteers

_____No. children enrolled

_____No. children receiving certificates

Materials from ALSAs (Quantity):

_____Posters

_____Reading Records

_____Bookmarks

_____Certificates

_____Membership Cards

Criteria for receiving certificates:

Did members of your community donate time, money, advertising space, etc., to your summer library program? Describe:

ACTIVITIES RECORD. Indicate types of activities conducted as part of your library's summer reading program:

_____ Story Hours

_____ Creative dramatics

_____ Book

_____ Other. Describe:

_____ Films

_____ Games

_____ Music

Describe any especially successful activities or special events:

PUBLICITY.

____ News releases ____ Radio ____ Visits to schools

____ Photographs/slides ____ TV ____ Via civic organizations

____ Flyers, handouts ____ Exhibits ____ Other. Describe:

Rate your library's publicity efforts:

____Very successful ____Moderately successful ____Ineffective

MATERIALS FROM THE ALSAs.

What materials did you find most useful?

What materials did you find least useful?

What suggestions do you have for improving materials furnished by the ALSAs?

Please list themes you'd like to see used in future summer programs:

Does your library plan to participate in the 1981 Summer Reading Club?

_____ Yes _____ No

OVERALL SUCCESS. List below objectives set at the beginning of the summer, and on the basis of these objectives, rate the success of your summer library program. (0 = complete bomb, 5 = shining success)

0 1 2 3 4 5 Objective 1: _____

_____

0 1 2 3 4 5 Objective 2: _____

_____

0 1 2 3 4 5 Objective 3: _____

_____

ADDITIONAL COMMENTS. (Please attach separate sheet for general comments and rating of additional objectives.)

PROGRAM ACTIVITIES

Humor is an integral and important part of children's fantasy and play. Laughter and sense of humor actually make up a part of a child's psyche. There are 6 kinds of circumstances which can provoke humor in children:

1. The funny incident
2. The comic pictorial image
3. The sense of superiority
4. Ludicrous nonsense
5. Subtlety

Children's literature contains an extensive sampling of these very circumstances. Folktales, poetry, limericks, jokes, songs, pictures, short stories and even long stories are all replete with humor which children of any age can enjoy.

Program activities will enhance and add variety to the reading program sponsored by the library. Several ideas are presented here which, hopefully, can serve as a springboard for program planning in the local library. The reality of limited space, budget, and staff with which libraries currently contend have all been considered in the process of compiling these ideas.

STORYHOURS

Storyhours have long been a part of library programming for children. This summer consider extending the storyhour concept to include a "story-on-demand" service. Extend an invitation to adults to request a storyhour program for special group events like birthdays, special occasion parties, or organization type meetings.

The library isn't the only place in town where the library staff might offer programs. Consider taking the storyhour out of the library this summer. Visit day care centers, parks, playgrounds, summer camps or any place in town where children congregate. For best results, plan ahead and be sure that there are shelters available if it should rain on your big event.

Anyone who enjoys working with children can learn basic storytelling techniques. After learning the techniques, develop a repertoire of humorous stories which children will enjoy hearing you tell.

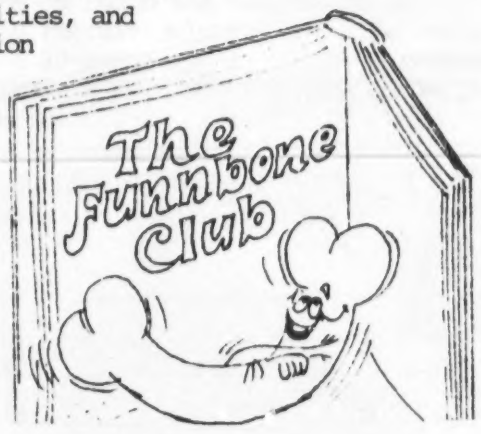
Children enjoy variety just like adults do. Supplement storyhours with activities like games, story swapping, role playing, crafts, etc. Get the children involved in the storytelling process as often as possible.

SAMPLE FACT OUTLINE

Name:	Jane Karmon
Telephone:	472-2816
WHO:	Rushville Public Library
WHAT:	An Evening of "Magic and Music"
WHEN:	Friday, June 6, 1980 7:00 p.m.
WHERE:	Community Room Rushville Public Library 130 West Third Street Rushville, Indiana
DESCRIPTION:	Lester Krum, magician, to entertain participants in Funnybone Club summer library program, their families and friends. Open house to follow. Refreshments. Everyone invited.

PUBLIC SERVICE ANNOUNCEMENTS

Take advantage of public service time on radio and television to announce summer activities, and to recruit volunteers. If a radio station agrees to provide free air time, a 20-second spot radio announcement can generate a lot of community support in a short time. You may be surprised how much can be said in less than 20 seconds!



The planner is urged to check out the assortment of game books in the library collection. There is a wide variety of possible activities which can be adapted to this year's theme of humor. The following are adaptations of some familiar games:

Program theme:	Exploring Giggle Games
Age range:	9 years and older
Players:	5 or more
Materials:	Paper and pencil for each player
Preparation:	Prepare a list of story parts or use those given below. Write the names of each part on separate sheets of paper and number each part according to the order it will take in the final story form.

This is a game in which the participants will each write a part and then put it all together into one story. If you have more children than story parts, then divide the group into separate teams for the story writing exercise.

Each player will write a section of the story. The story section assignment should be written at the top of each player's sheet of paper before beginning. Number each sheet consecutively to match the order the story parts will be read when completed. Urge the children to 'let go' and use their imaginations to write really funny descriptions.

Below are some ideas for the story parts which might be used or adapted:

#1 Write a boy's name and a brief description of the boy
#2 Write a girl's name and a brief description of the girl
#3 Write about the place where the girl and boy meet
#4 Write about where the girl and boy were supposed to be at the time
#5 Write about how they met
#6 Write what were his first words to her
#7 Write what were her first words to him
#8 Write about what happened next
#9 Write about what the neighbors said
#10 Write about what animals followed the girl and boy
#11 Write about the consequences
#12 Write about what happened next
#13 Write about where they are now
#14 Write about their outlook for the future

Games continued . . .

When the children are finished (A time limit might be announced when they begin writing), read off the story part numbers in order and allow the children to read the parts they wrote in consecutive order. When finished, the children very well may have created the next plot for a potential best seller or unforgettable television show.

Program theme: Fractured Riddles
Age range: 8 years and older
Players: 2 or more
Materials: Paper and pencil for each player
Preparation: None

Give each player 10 to 12 slips of paper or a small pad of paper. Instruct half of the group to write down riddle-type questions (one to a single sheet of paper) which begin with "why". Instruct the remaining part of the group to write down answers (again one to a single slip of paper) which begin with "because".

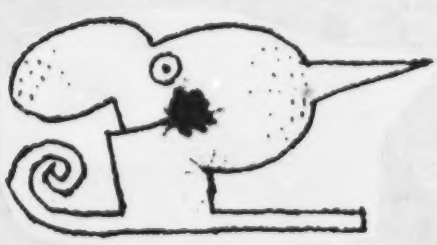
Use real riddle questions and answers. Or ask the children to make up the questions and answers. The less sense and more nonsense generated the better.

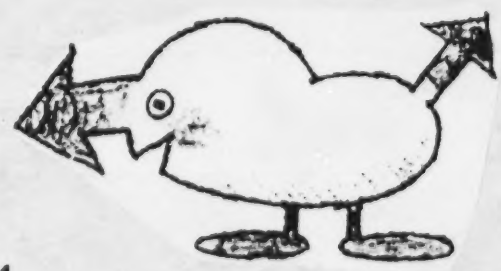
When the children are finished, have them place the question slips into one pile on the table or floor. Place the answer slips in another pile. Ask one player to draw a question slip and read it. Then ask another player to draw an answer slip and read it. The riddles might sound like these:

Why did your brother set the barn on fire?
Because the mailman was late that day!

Why did Bell invent the telephone?
Because he wanted to get to the other side!

Why don't you grow up?
Because you're in my way!





Games continued . . .

Program theme: Tickle Tag
Age range: 6 years and older
Players: 2 or more
Materials: None
Preparation: Pick a location which you will designate as "The Apple Tree"

verse: *"Oh, tickle, tickle, tickle-bug, you can't tickle me, I'll run and I'll hide in the old apple tree."*

Select a room or outside space which will accomodate movement. Ask the children to stand still and recite the verse. Choose one child to be the 'tickle bug'. Ask this child to go about the area pretending to tickle different children. When the 'tickle bug' really does tickle a child, this child must run to the old apple tree before he/she gets tickled again, then this child becomes the new 'tickle bug'.

Program theme: Funny Words That Were Never Said
Age range: 8 to 12 years
Players: 2 or more
Materials: None
Preparation: Select books with fairy tales, nursery rhymes, or myths in the children's collection in the library.

"Of course the shoe doesn't fit, but do you think I was going to tell him that?"

Who said it? Cinderella, of course!

Instruct the children to find the words that would have ended the story before it started like the example above. Another choice might be to come up with the secret behind the story that could never have been told. Or have an adult do this part and then ask the children to guess "who never said it".

Here are some examples:

- *"You can't really think that I'm going to trade a perfectly good cow for those old dried beans?"*
- *"What cherry tree Dad?"*
- *"Bake tarts? On a hot day like this?"*
- *"What do you mean, lick the platter clean? We're both vegetarians!"*

PLANNING AUDIOVISUAL PROGRAMS

Using Films: A Handbook for the Program Planner. Edited by James Limbacher. Educational Film Library Association 1976.

More Films Kids Like; A Catalog of Short Films for Children. Edited by Maureen Gaffney. American Library Association 1977.

A Multimedia Approach to Children's Literature: A Selective List of Films, Filmstrips, and Recordings Based on Children's Books. By Ellin Greene and Madalynne Schoenfeld. 2nd edition. American Library Association 1977.

Using Films: A Handbook for the Program Planner. Edited by James L. Limbacher. Educational Film Library Association 1976.

STORYTELLING AND BOOKTALKING

Children's Faces Looking Up: Program Building for the Storyteller. American Library Association 1979.

Handbook for Storytellers. By Caroline F. Bauer. American Library Association 1977.

Preschool Story Hour. By Vardine Moore. 2nd edition. Scarecrow Press 1972.

Storytelling and Creative Drama. By Dewey Chambers. William C. Brown 1970.

CRAFTS AND GAMES

Fun with Your Fingers; Working with Sticks, Paper and String. By Harry Helfman. Morrow 1968.

Just for Kids; Things to Make, Do, and See: Easy as 1-2-3. By James Ruzzi. Parents Magazine Press 1974.

Paper, Pencils, and Pennies: Games for Learning and Having Fun. By Ronald T. Hyman. Prentice-Hall 1977.

Recyclopedia: Games, Science Equipment, and Crafts from Recycled Materials. By Robin Simons. Houghton 1976.

Shadowplay. By George Mendoza. Holt, Rinehart and Winston 1974.

DRAMA, CREATIVE DRAMA, PUPPETRY

The Complete Book of Puppetry. By David Correll. Plays, Inc. 1975.

Eye Winter, Tom Tinker, Chin Chopper: 50 Musical Fingerplays. By Tom Glazer. Doubleday 1973.

Making Puppets Come Alive, A Method of Learning and Teaching Hand Puppetry. By Larry Enger and Carol Fijan. Taplinger 1973.

Pantomimes, Charades and Skits. By Howard Vernon. Sterling 1974.

Puppet Plays for Young Players: 12 Royalty-Free Plays for Hand Puppets, Rod Puppets or Marionettes. By Lewis Mahlmann and David Jones. Plays, Incorporated 1974.

HUMOROUS LITERATURE FOR CHILDREN

GRADED LISTS

These lists represent only a partial check list of titles which children might like to read and which are of a humorous nature.

Kindergarten

* Geisel, T. Seuss. IF I RAN THE ZOO. Random House 1950
Marshall, J. GEORGE AND MARTHA. Little, Brown 1972

Grades 1 and 2

Caudill, R. DID YOU CARRY THE FLAG TODAY, CHARLEY. Holt 1966
De Paola, T. HELGA'S DOWRY: A TROLL LOVE STORY. Harcourt 1977
Embry, M. THE BLUENOSED WITCH. Holiday House 1956
Flora, J. GRANDPA'S FARM: FOUR TALL TALES. Harcourt 1965
Gannett, R. THE DRAGONS OF BLUELAND. Random House 1951
* Geisel, T. Seuss. GREEN EGGS AND HAM. Random House 1960
Guilfoile, E. NOBODY LISTENS TO ANDREW. Follett 1957
Hoban, L. MR. PIG AND SONNY TOO. Harper 1977
Kantrowitz, M. I WONDER IF HERBIE'S HOME YET. Parents Magazine 1971
Krahn, F. A FUNNY FRIEND FROM HEAVEN. Lippincott 1977
Lasker, J. LENTIL SOUP. Witman 1977
Lexau, J. OLAF READS. Dial Press 1961
MacDonald, B. MRS. PIGGLE-WIGGLE. Lippincott 1957
Marshall, J. GEORGE AND MARTHA. Little, Brown 1972
Renick, M. BOY AT BAT. Scribners 1972
Rey, H. CURIOUS GEORGE. Houghton Mifflin 1941
Willard, N. SIMPLE PICTURES ARE BEST. Harcourt, Brace 1977

Grades 3 and 4

Adkins, J. LUTHER TARBOX. Scribners 1977
Aiken, J. BLACK HEARTS IN BATTERSEA. Doubleday 1964
Atwater, R. MR. POPPER'S PENGUINS. Little, Brown 1938
Bennett, A. LITTLE WITCH. Lippincott 1953
Blume, J. TALES OF A FOURTH-GRADE NOTHING. Dutton 1972
* Bond, M. A BEAR CALLED PADDINGTON. Houghton Mifflin 1960
Bontemps, A. THE FASTER SOONER HOUND. Houghton Mifflin 1972
Brooks, W. FREDDY THE DETECTIVE. Knopf 1932
Butterworth, O. THE ENORMOUS EGG. Little, Brown 1956
Caudill, R. DID YOU CARRY THE FLAG TODAY, CHARLEY. Holt 1966
* Cleary, B. BEEZUS AND RAMONA. Morrow 1955
Cone, M. MISHMASH. Houghton Mifflin 1962
Conford, E. DREAMS OF VICTORY. Little, Brown 1973

* *Additional titles are also recommended which have been written by this author.*

These lists represent only a partial check list of titles which children might like to read and which are of a humorous nature.

Grades 3 and 4 continued . . .

* Corbett, S. THE BASEBALL TRICK. Little, Brown 1965
* Dahl, R. CHARLIE AND THE CHOCOLATE FACTORY. Knopf 1964
De Paola, T. HELGA'S DOWRY: A TROLL LOVE STORY. Harcourt 1977
* DuBois, W. THE ALIGATOR CASE. Harper 1965
Eager, E. HALF MAGIC. Harcourt, Brace 1954
___. MAGIC BY THE LAKE. Harcourt, Brace 1957
Embry, M. THE BLUENOSED WITCH. Holiday House 1956
Fitzgerald, J. THE GREAT BRAIN. Dial Press 1967
* Fleischman, S. BY THE GREAT HORNED SPOON! Little, Brown 1963
Flora, J. GRANDPA'S FARM: FOUR TALL TALES. Harcourt, Brace 1965
Fox, P. MAURICE'S ROOM. Macmillan 1966
Gage, W. DAN AND THE MIRANDA. World 1962
Gannett, R. THE DRAGONS OF BLUELAND. Random House 1951
Gates, D. THE CATA AND MRS. CARY. Viking 1962
* Geisel, T. Seuss. HORTON HATCHES THE EGG. Random House 1940
Greene, C. ISABELLE THE ITCH. Viking 1973
Hoban, L. MR. PIG AND SONNY TOO. Harper 1977
Lindgren, A. PIPPI LONGSTOCKING. Viking 1960
* McCloskey, R. CENTERBURG TALES. Viking 1951
* MacDonald, B. MRS. PIGGLE-WIGGLE. Lippincott 1957
Merrill, J. THE TOOTHPASTE MILLIONAIRE. Houghton Mifflin 1972
O'Brien, R. MRS. FRISBY AND THE RATS OF NIMH. Atheneum 1971
Renick, M. BOY AT BAT. Scribners 1972
* Rey, H. CURIOUS GEORGE. Houghton Mifflin 1941
Robertson, K. HENRY REED, INC. Viking 1958
Rockwell, T. HOW TO EAT FRIED WORMS. Franklin Watts 1973
Rodgers, M. FREAKY FRIDAY. Harper & Row 1972
* Schulz, C. PEANUTS TREASURY. Rinehart & Winston 1968
Sendak, M. HIGGLETY PIGGLETY POP! OR THERE MUST BE MORE TO LIFE. Harper
* Sharmat, M. GETTING SOMETHING ON MAGGIE MARMELSTEIN. Harper 1971
Stong, P. HONK THE MOOSE. Dodd, Mead 1935
Thurber, J. MANY MOONS. Harcourt, Brace 1943
Travers, P. MARY POPPINS. Harcourt, Brace 1934
Willard, N. SIMPLE PICTURES ARE BEST. Harcourt, Brace 1977
Yolen, J. THE WIZARD OF WASHINGTON SQUARE. World 1969

Grades 5 and 6

Adkins, Jan. LUTHER TARBOX. Scribners 1977
* Aiken, J. BLACK HEARTS IN BATTERSEA. Doubleday 1964
Atwater, R. MR. POPPER'S PENGUINS. Little, Brown 1938
Babbitt, N. KNEENOCK RISE. Farrar, Strauss 1969
___. THE SEARCH FOR DELICIOUS. Farrar, Strauss 1969
Bennett, A. LITTLE WITCH. Lippincott 1953

* *Additional titles are also recommended which have been written by this author.*

These lists represent a partial check list of titles which children might like to read and which are of a humorous nature.

Grades 5 and 6 continued . . .

Blume, J. TALES OF A FOURTH-GRADE NOTHING. Dutton 1972
* Bond, M. A BEAR CALLED PADDINGTON. Houghton Mifflin 1960
Bontemps, A. THE FASTER SOONER HOUND. Houghton Mifflin 1972
Bowman, J. PECOS BILL. Whitman 1961
Brooks, W. FREDDY THE DETECTIVE. Knopf 1932
Butterworth, O. THE ENORMOUS EGG. Boston, Little 1956
____. THE TROUBLE WITH JENNY'S EAR. Boston, Little 1960
* Cleary, B. BEEZUS AND RAMONA. Morrow 1955
Clemens, S. THE ADVENTURES OF HUCKLEBERRY FINN. Macmillan 1962
____. THE ADVENTURES OF TOM SAWYER. Macmillan 1962
Cone, M. MISHMASH. Houghton Mifflin 1962
Conford, E. DREAMS OF VICTORY. Little, Brown 1973
* Corbett, S. THE BASEBALL TRICK. Little, Brown 1965
Cresswell, H. ORDINARY JACK. Macmillan 1977
* Dahl, R. CHARLIE AND THE CHOCOLATE FACTORY. Knopf 1964
DuBois, W. THE ALIGATOR CASE. Harper 1965
____. CALL ME BANDICOOT. Harper 1970
Eager, E. HALF MAGIC. Harcourt, Brace 1954
____. MAGIC BY THE LAKE. Harcourt, Brace 1957
Fitzgerald, J. THE GREAT BRAIN. Dial Press 1967
Fitzhugh, L. HARRIET THE SPY. Harper 1964
* Fleischman, S. BY THE GREAT HORNED SPOON! Little, Brown 1963
Fox, P. MAURICE'S ROOM. Macmillan 1966
Gage, W. DAN AND THE MIRANDA. World 1962
Gates, D. THE CAT AND MRS. CARY. Viking 1962
Greene, C. ISABELLE THE ITCH. Viking 1973
Hale, L. THE PETERKIN PAPERS. Houghton Mifflin 1960
Hightower, F. THE GHOST OF FOLLONSBEE'S FOLLY. Houghton Mifflin 1958
Hildick, E. TOP BOY AT TWISTER'S CREEK. David White 1969
Kerr, M.E. DINKY HOCKER SHOOTS SMACK. Harper 1972
Konigsburg, E.L. ABOUT THE B'NAI BAGELS. Atheneum 1969
____. FROM THE MIXED-UP FILES OF MRS. BASIL E. FRANKWEILER. Atheneum 1967
Levitin, S. MARK OF CONTE. Atheneum 1976
Lindgren, A.. PIPPI LONGSTOCKING. Viking 1960
McCloskey, R. CENTERBURG TALES. Viking 1951
____. HOMER PRICE. Viking 1943
* Merrill, J. THE PUSHCART WAR. Scott/Addison 1964
O'Brien, R. MRS. FRISBY AND THE RATS OF NIMH. Atheneum 1971
Peck, R. SOUP. Knopf 1974
Perl, L. ME AND FAT GLENDA. Pocket Books 1972
Phipson, J. BIRKIN. Harcourt 1966
* Raskin, E. FIGGS AND PHANTOMS. Dutton 1974
Robertson, K. HENRY REED, INC. Viking 1958
Robinson, T. TRIGGER JOHN'S SON. Viking 1949
Rockwell, T. HOW TO EAT FRIED WORMS. Franklin 1973
Rodgers, M. FREAKY FRIDAY. Harper 1972
Schulz, C. PEANUTS TREASURY. Holt, Rinehart and Winston 1968
Sendak, M. HIGGLETY PIGGLETY POP! Harper 1968
Sharmat, M. GETTING SOMETHING ON MAGGIE MARMELSTEIN Harper 1971
Thurber, J. MANY MOONS. Harcourt, Brace 1943
Travers, P. MARY POPPINS. Harcourt, Brace 1934
Yolen, J. THE WIZARD OF WASHINGTON SQUARE. World 1969

* *Additional titles are also recommended which have been written by this author.*

These titles represent only a partial check list of titles which children might like to read and which are of a humorous nature.

Grades 7 and 8

* Aiken, J. NIGHTBIRDS ON NANTUCKET. Doubleday 1966
Babbitt, N. KNEEKNOCK RISE. Farrar, Strauss 1969
____. THE SEARCH FOR DELICIOUS. Farrar, Strauss 1969
Bowman, J. PECOS BILL. Whitman 1961
* Cleary, B. BEEZUS AND RAMONA. Morrow 1955
Clemens, S. THE ADVENTURES OF HUCKLEBERRY FINN. Macmillan 1962
____. THE ADVENTURES OF TOM SAWYER. Macmillan 1962
Cresswell, H. ORDINARY JACK. Macmillan 1977
* Dahl, R. CHARLIE AND THE CHOCOLATE FACTORY. Knopf 1964
DuBois, W. THE GIANT. Viking 1954
____. THE THREE POLICEMEN. Viking 1960
Fitzgerald, J. THE GREAT BRAIN. Dial Press 1967
Fitzhugh, L. HARRIET THE SPY. Harper 1964
Hale, L. THE PETERKIN PAPERS. Houghton Mifflin 1960
Hightower, F. THE GHOST OF FOLLONSBEE'S FOLLY. Houghton Mifflin 1958
Hildick, E. TOP BOY AT TWISTER'S CREEK. David White 1969
Kerr, M. DINKY HOCKER SHOOTS SMACK. Harper 1972
Konigsburg, E. ABOUT THE B'NAI BAGELS. Atheneum 1969
____. FROM THE MIXED-UP FILES OF MRS. BASIL E. FRANKWEILER. Atheneum 1967
Levitin, S. MARK OF CONTE. Atheneum 1976
Merrill, J. THE PUSHCART WAR. Scott/Addison 1964
O'Brien, R. MRS. FRSIBY AND THE RATS OF NIMH. Atheneum 1971
Peck, R. SOUP. Knopf 1974
Perl, L. ME AND FAT GLENDA. Pocket Books 1972
* Raskin, E. FIGGS AND PHANTOMS Dutton 1974
Robinson, T. TRIGGER JOHN'S SON. Viking 1949

Young Adults

Bowman, J. PECOS BILL. Whitman 1961
Boylan, R. BETTER THAN THE REST. Follett 1970
Butterworth, W.E. SUSAN AND HER CLASSIC CONVERTIBLE. Four Winds 1970
Clements, B. I TELL A LIE EVERY SO OFTEN. Farrar, Strauss 1974
Clemens, S. THE ADVENTURES OF HUCKLEBERRY FINN. Macmillan 1962
____. THE ADVENTURES OF TOM SAWYER. Macmillan 1962
Conford, E. ALFRED G. GRAEBNER MEMORIAL HIGH SCHOOL HANDBOOK OF RULES AND REGULATIONS. Little, Brown 1976
____. DEAR LOVEY HART, I AM DESPERATE. Little, Brown 1975
Corman, A. OH GOD! Bantam 1977
Danzinger, P. THE CAT ATE MY GYMSUIT. Delacorte 1974
Durrell, G. ROSY IS MY RELATIVE Viking 1968
Felton, B. FELTON AND FOWLER'S BEST, WORST AND MOST UNUSUAL Crowell 1975
Gilman, D. THE CLAIRVOYANT COUNTESS. Doubleday 1975
____. NUN IN THE CLOSET. Doubleday 1975
Levitin, S. MARK OF CONTE. Atheneum 1976
Platt, K. CHLORIS AND THE CREEPS. Chilton 1973
Powers, J. DO BLACK PATENT LEATHER SHOES REALLY REFLECT UP? Contemporary Books 1975
Rosen, W. CRUISIN' FOR A BRUISIN'. Knopf 1976
Trudeau, G. DOONESBURY'S GREATEST HITS. Holt, Rinehart and Winston 1975

* *Additional titles are also recommended which have been written by this author.*

These titles represent only a partial check list of titles which children might like to read and which are of a humorous nature.

Young Adult continued . . .

Westlake, D. JIMMY THE KID. M. Evans 1974
____. NOBODY'S PERFECT. M. Evans 1977
Wibberly, L. THE MOUSE THAT ROARED. Little, Brown 1955

Easy to Read

* Alexander, M. BOBO'S DREAM. Dial Press 1970
Aulaire, I. DON'T COUNT YOUR CHICKS. Doubleday 1943
Babbitt, N. THE SOMETHING. Farrar, Strauss 1970
Balet, J. THE FENCE; A MEXICAN TALE. Delacorte 1969
Balian, L. HUMBUG WITCH. Abingdon 1965
Barrett, J. ANIMALS SHOULD DEFINITELY NOT WEAR CLOTHING. Atheneum 1970
Benchly, N. A GHOST NAMED FRED. Harper 1968
____. OSCAR OTTER. Harper 1966
Berenstain, S. BEARS ON WHEELS. Random House 1969
* Bishop, C. THE FIVE CHINESE BROTHERS. Coward, McCann 1938
* Bonsall, C. AND I MEAN IT, STANLEY. Harper 1974
Cameron, J. IF MICE COULD FLY. Atheneum 1979
Cameron, P. "I CAN'T" SAID THE ANT Coward, McCann 1961
Carle, E. ALL ABOUT ARTHUR Watts 1974
____. 1,2,3, TO THE ZOO World 1968
Conford, E. IMPOSSIBLE POSSUM. Little, Brown 1971
DeRegniers, B. "MAY I BRING A FRIEND" Atheneum 1964
____. WHAT CAN YOU DO WITH A SHOE? Harper 1955
Duvoisin, R. CROCUS. Knopf 1977
Eastman. P. GO, DOG, GO! Random House 1961
Elkin, B. SIX FOOLISH FISHERMEN. Children's Press 1957
Farber, N. WHERE'S GOMER? Dutton 1974
Geisel, T. THE CAT IN THE HAT. Random House 1957
Hoban, R. HERMAN THE LOSER. Harper 1961
* Hoff, S. THE HORSE IN HARRY'S ROOM. Harper 1970
Hogragian, N. CARROT CAKE. Greenwillow Books 1977
Joslin, S. WHAT DO YOU DO, DEAR? Addison-Wesley 1958
Kirn, A. NINE IN A LINE. Norton 1966
Krauss, R. THE BACKWARD DAY. Harper 1950
____. A HOLE IS TO DIG. Harper 1952
Leaf, M. THE STORY OF FERDINAND. Viking 1938

* *Additional titles are also recommended which have been written by this author.*

These lists represent only a partial check list of titles which children might like to read and which are of a humorous nature.

Easy to read continued . . .

* Lobel, A. FROG AND TOAD ARE FRIENDS. Harper 1970
Mahy, M. THE BOY WHO WAS FOLLOWED HOME. Watts 1975
Mosel, A. TIKKI TIKKI TEMBO. Holt, Rinehart 1968
Oakley, G. THE CHURCH MOUSE. Atheneum 1972
Ormondroyd, E. BRODERICK. Parnassus Press 1969
Oxenbury, H. HELEN OXENBURY'S ABC OF THINGS. Watts 1971
____. PIG TALE. Morrow 1973
Parish, P. AMELIA BEDELIA. Harper 1963
Peck, R. HAMILTON. Little, Brown 1976
Provensen, A. OUR ANIMAL FRIENDS AT MAPLE HILL FARM. Random House 1974
* Raskin, E. FRANKLIN STEIN. Atheneum 1972
Rosen, W. RALPH PROVES THE PUDDING. Doubleday 1972
Rounds, G. THE DAY THE CIRCUS CAME TO LONE TREE. Holiday House 1973
____. ONCE WE HAD A HORSE. Holiday House 1971
Russ, L. ALEC'S SAND CASTLE. Harper 1972
Scheer, J. RAIN MAKES APPLESAUCE. Holiday House 1964
Segel, L. ALL THE WAY HOME. Farrar, Strauss 1973
____. TELL ME A MITZI. Farrar, Strauss 1970
* Sharmat, J. GLADYS TOLD ME TO MEET HER HERE. Harper 1970
Sheridan, J. ERIC THE WILD CAR. Bobbs-Merrill 1978
Slobodkina, E. CAPS FOR SALE. Young Scott 1947
Suhl, Y. SIMON BOOM GIVES A WEDDING. Four Winds 1972
Tapio, P. THE LADY WHO SAW THE GOOD SIDE OF EVERYTHING. Seabury 1975
Titus, E. ANATOLE. McGraw-Hill 1956
Tworkov, J. THE CAMEL WHO TOOK A WALK. Dutton 1951
Van Woerkem, D. THE QUEEN WHO COULDN'T BAKE GINGERBREAD. Knopf 1975
* Viorst, J. ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY. Atheneum 1972
* Waber, B. AN ANTEATER NAMED ARTHUR. Houghton Mifflin 1967
Wells, R. BENJAMIN AND TULIP. Dial Press 1973
Williams, B. ALBERT'S TOOTHACHE. Dutton 1974
Williams, G. THE CHICKEN BOOK. Delacorte 1970
Wiseman, B. LITTLE NEW KANGAROO. Macmillan 1973
* Zemach, H. THE JUDGE; AN UNTRUE TALE. Farrar, Strauss 1969
Zion, G. DEAR GARBAGE MAN. Harper 1957
____. HARRY THE DIRTY DOG. Harper 1956

* *Additional titles are also recommended which have been written by this author.*